Unit 6

By Mr. Mohamed Elbahy

Read again to Find a reason for each journey **Lesson 1**

Unit 6 **Explorers**



Lesson 1 Famous explorers

1 **Read** the texts in your Learner's Book on page 87 again. Why did the explorers make their journeys? Match a reason to a text.

1 To find out important information about a place ___C___

2 To find another way to get from one place to another ___AA___

3 To help people and tell them about Islamic laws ___BB___

A **Vasco da Gama**

Vasco da Gama was a Portuguese explorer. In 1497, he was the first person to **sail** from Europe to India. What was so special about his journey? He found a way by sea that was safer than other routes by land. Ahmad ibn Mājid was a very famous Arab explorer who helped Vasco da Gama on his long journey. Ibn Mājid had a special name – the 'lion of the sea'!



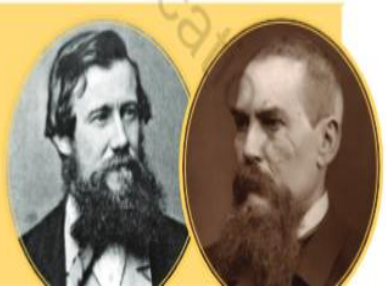
B **Ibn Fadlan**

In 921, Ibn Fadlan travelled from Baghdad to Bulgaria. Why did he **travel** so far? He wanted to tell people about the Islamic religion and help them to understand Islamic laws. How far did he travel? More than 4000 kilometres! He wrote a **diary** about his journey, and about the people he met.



C **Richard Burton and John Speke**

Richard Burton and John Speke were two British explorers. In 1857 they travelled to Africa. It was a very **difficult** and **dangerous** journey. So why did they do it? They wanted to find the start of the River Nile! Now people know that the River Nile starts at Lake Victoria, in Tanzania and Uganda.



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Read to find out where the words fit in the text

2 **Vocabulary** Complete the text with a word from the box.

sail	dangerous	diaries	travel

The Age of Exploration

Did you know that there was a time when explorations were very popular? It began in the 15th century and explorers used to travel (1) a long way by sea or land to find new places. They would sail (2) for many days or weeks on big ships. They usually did not know when or where they would arrive! Their journeys were often very dangerous (3), and many people died on the way. Many of them wrote in diaries (4) about what they saw and did, and that's why we know about their journeys today.

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1-Mars

2- in 2020

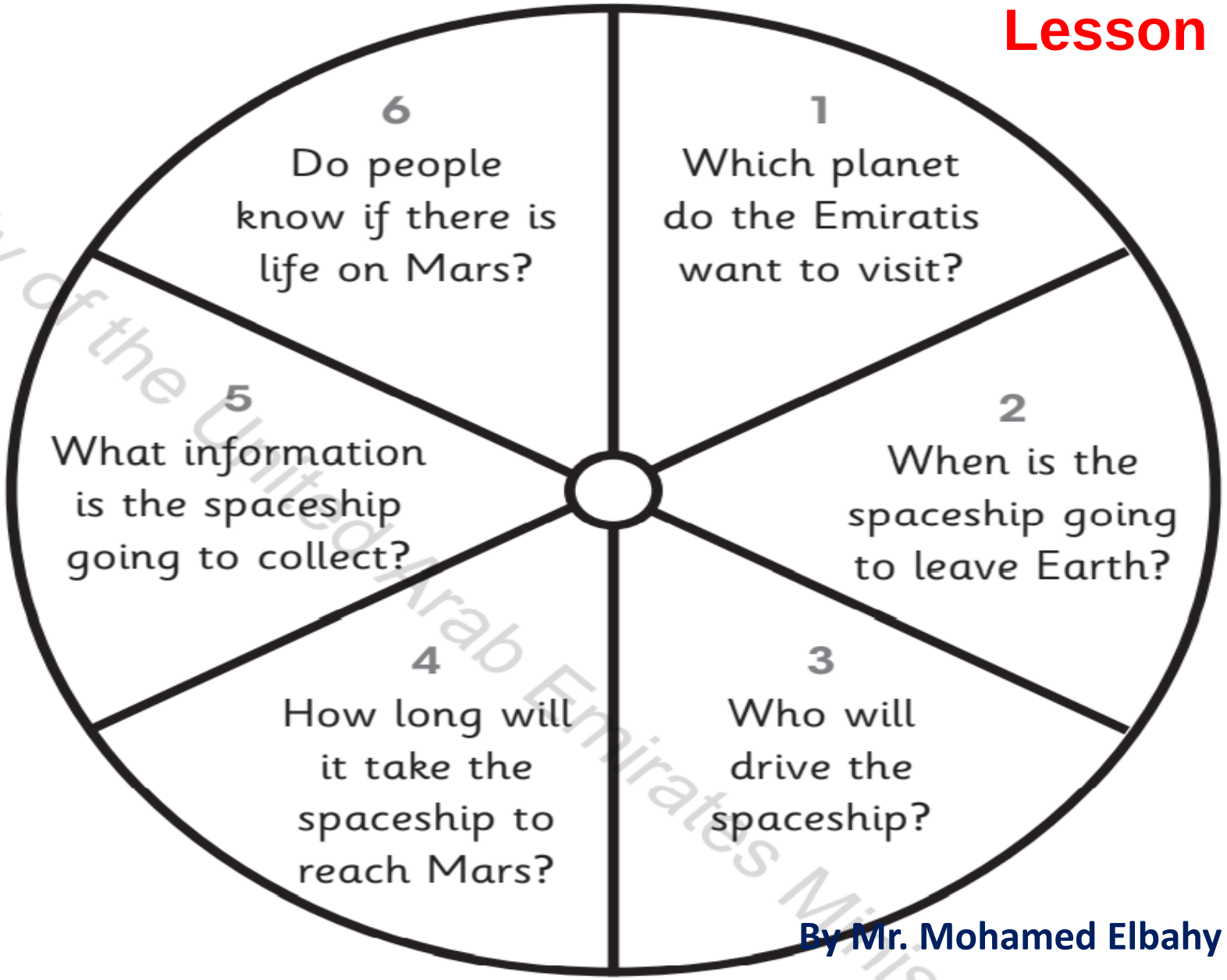
3- Computers will drive the spaceship.

4- it will take one year

5- What the weather is like and other important facts about the air around planet Mars

6- No

1 **Read** the article in your Learner's Book again. Roll the dice and answer a question.



Lesson 2

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2 **Write** Think of a story with your partner. Use the words below. Then write the story.

space spaceship planet weather hope scientist popcorn

H.W

y of Education

Home work page 70

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Lesson 3

Listen What do you remember about Khalid's expedition to Antarctica? Decide if the sentences are **true** (**T**) or **false** (**F**). Listen again and check.

1 Khalid is an explorer who lives in Antarctica. False

2 When Khalid left, it was 30°C. True

3 They travelled to Antarctica by plane. False

4 Khalid didn't see any animals on his expedition. False

5 The temperature in Antarctica was very cold. True

6 Khalid thinks that the glacier looks like the Al Khatim desert. True

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Use of English Put the words in order to form questions about an expedition to the desert.

1 weather/did/what/you/find/?

What weather did you find?

2 you/did/many/days/travel/how/for/?

How many days did you travel for?

3 you/which/travel/countries/in/did/?

Which countries did you travel in?

4 travel/how many/you/did/kilometres/?

How many kilometres did you travel?

5 animals/which/you/see/did/?

Which animals did you see?

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Lesson 4 Planning a desert exploration

1 **Read** what Ibrahim said. Put the sections in the right order.

Paragraph order: 1 c 2 a 3 b

a If you look at our map, you can see where our exploration trip will start – in the city of Al Bahah. From here we're going to travel down to the city of Abha – here. It is very close to the desert. We'll take a big tent so we can camp and spend the night here. From Abha, we'll move into the desert until we come to where the sand cats live. Then we'll set up our video cameras to record them and find out what they eat and where they sleep.

b There are lots of dangerous insects in the desert, such as scorpions, spiders and bees. We'll take light clothes that cover our arms and legs and wear lots of insect repellent. When we're sleeping, we'll close our tents well to keep out any dangerous animals. When we get home, we're going to use our videos to make a TV documentary about sand cats in the Rub' Al Khali desert.

c Hi, I'm Ibrahim and this is Nader and Matar. We're here to present our exploration plan. We're going to go on an exploration trip to the Rub' Al Khali desert, to find out about wild sand cats. We're going to find out more about how and where they live so that we can understand and protect them better.

2 What is the purpose of each paragraph? Write paragraph *a*, *b* or *c*.

1 To present the location and reason for the exploration trip **Paragraph c**

2 To show the route of the exploration trip **Paragraph a**

3 To give details about the exploration trip and what will happen after it **Paragraph b**

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Lesson 5

1

1 until;
2 while;
3 As soon as;
4 as soon as;
5 until

2

1 We’re;
2 we’ll;
3 we’re;
4 we’ve;
5 we’ll;
6 we’re;
7 We’ll

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Lesson 6

1 Use of English Use the number in brackets and write an ordinal or a cardinal number in the gaps.

1 Today is the *fifth* day of the tour and we saw *five* elephants. (5)

2 There are *two* photos of the baby crocodiles, but I like the *second* photo more. (2)

3 Bobo is the *fourth* lion born this year. He's *four* months old. (4)

4 I have travelled to the desert *three* times. On my *Third* trip, I rode a camel! (3)

5 It's the *first* time we visit the wildlife park and we've already seen *one* lion and four tigers. (1)



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8 **2 Listen and repeat.** What kind of number is pronounced differently?

1 2.15 pm

2 6.45 pm

3 9.30 am

2.5 metres

9 **3 Listen and repeat.** Circle the number you hear.

1 fourth/four

2 first/third

3 fifth/five

4 sixth/six



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Lesson 7

Lesson 7 *The Boy who Biked the World*: Part 1

1 **Read** When did these events happen in the story? Put them in the correct order.

a Abai's family were surprised when they saw Tom. 4

b Tom, Abai and his family had dinner. 6

c Tom said "I would love to see your house." 2

d Abai invited Tom to his house. 1

e Abai told his family that Tom travelled on his bike around the world. 5

f The children said goodbye to Tom. 3

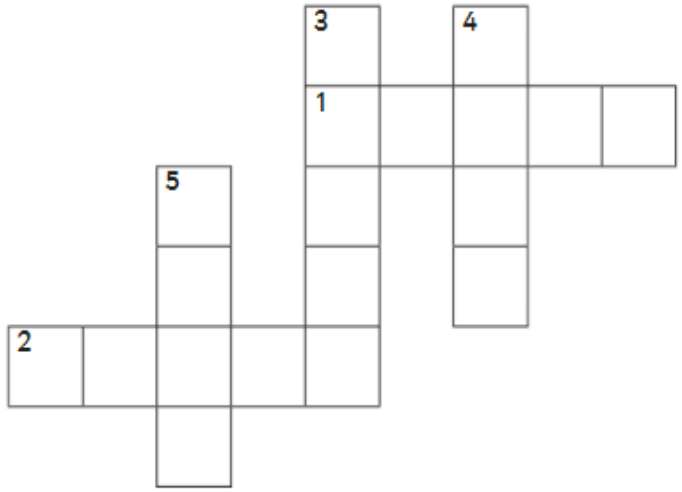
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Lesson 8

Lesson 9 *The Boy who Biked the World*: Part 2

1 **Vocabulary** Complete the crossword.



Across →

noisy **1** not quiet

plate **2** you put food on it

Down ↓

Knife **3** you use this to cut food

Bike **4** Tom travelled around the world on one

tray **5** you use this to carry things, like glasses of water

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Use of English

Participles ending in *-ed* can often be used as adjectives before nouns or after **be**. They show how someone feels.

*The explorer was **tired** after his long journey.*

2 **Use of English** Complete the sentences with words from the box. Change them to participle adjectives ending in *-ed*.

interest	surprise	tire	please

1 Abai's family were surprised when they saw Tom.

2 Tom was tired after his long journey on his bike.

3 Abai's family were interested in Tom's exploration trip.

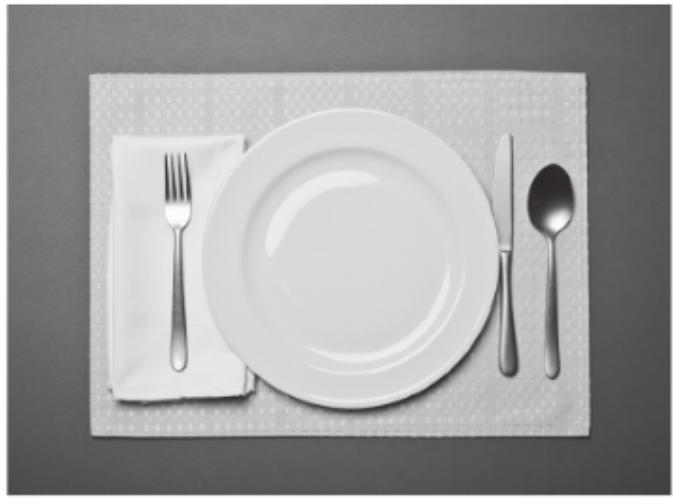
4 Everybody was pleased when Abai's mum brought the food.

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Lesson 9

1 **Vocabulary** Complete the sentences with the words in the box.

fried chips	soup	gloves
bowl	spoons	



Hi! I'm Mansour and I've travelled a lot in my life. Food is important for all people, but the way we eat it is different around the world.

Did you know that in Japan they drink their soup (1) from the bowl (2) ?

Spoons (3) are very unusual for them!

In Mexico, people eat their tacos with their hands, but in Chile and Brazil, you must use your fork and knife all the time … even if you're eating fried chips (4) or pizza!

Never forget to wash your hands before a meal in Kenya. And if you're in Alaska, remember to take off your gloves (5) when they serve you food at the table.

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2 **Read** Which country did these people visit?

Greece Kenya Chile China Japan Alaska Mexico Brazil

1 I didn't need a spoon to eat my soup!

2 We washed our hands before sitting at the table.

3 The food was great, but I had to leave some on my plate.

4 I didn't use my knife and fork very often!

~~Japan~~

~~Kenya~~

China

Mexico

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Lesson 10

Lesson 11 *TouchScreenGo!*

Home work

1 **Talk** Look at the cards. Ask and answer questions about a different game, called *Treasure Hunt*.

A

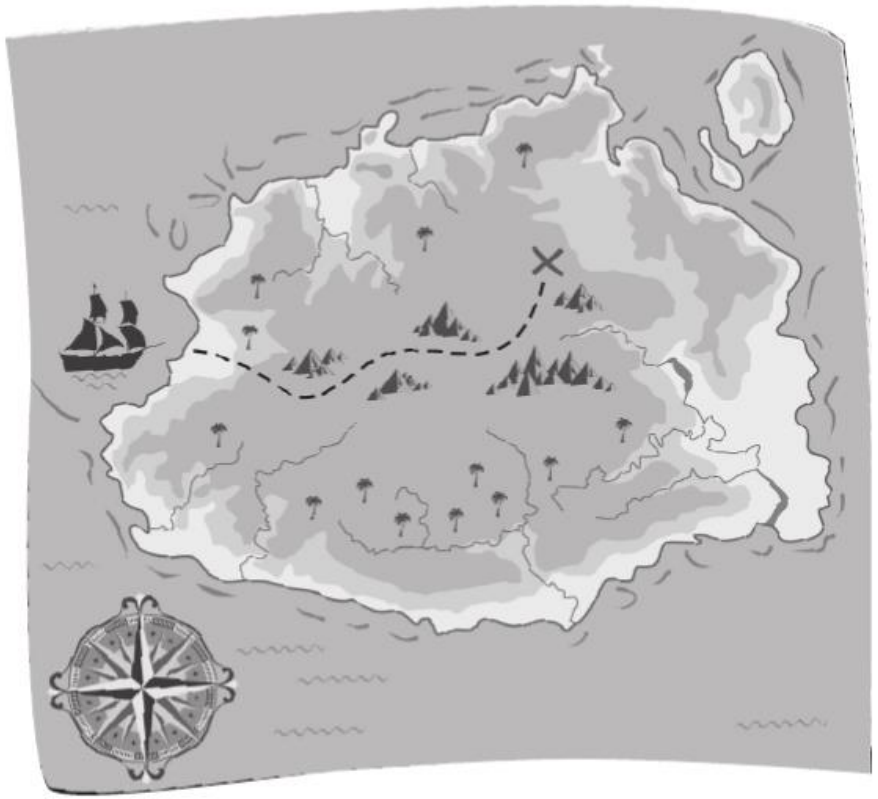
- **where:** Zabeel park
- **who:** brother and sister
- **game:** *Treasure Hunt*
- **rules:** follow route on map/find hidden treasure
- **difficult/easy:** you decide
- **who won:** you decide
- **prize:** a picnic table with favourite food

B

- **where?**
- **who with?**
- **what game?**
- **how is it played?**
- **difficult/easy?**
- **winner?**
- **prize?**

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Home work



2 Write

1 Would you like to play *Treasure Hunt*? Why/why not?

2 Where would be a good place to play? Why?

3 What treasure would you like to find?

Write your answers.

Unit 7

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Lesson 1

2 **Read** Ahmed Al Shamsi tells us about his job. Read and answer the questions.

Ahmed Al Shamsi tests water slides and rides for his job. But this fun job is actually very important. He tests the water slides to find out if they are safe for families to use. He looks at how fast the water comes down the slide and that it is not dangerous. He must make sure everything works safely. Ahmed has to understand how the water slide is built so if something doesn't work he can tell the builders about the problem. To do a job like this, you need to be good at maths and science and know how things are built and what happens when people use them.

1 Ahmed's job is not fun. **True/False**

2 He needs to know how fast the water goes. **True/False**

3 He uses maths in his job. **True/False**

4 He builds water slides. **True/False**

5 In his job, Ahmed looks for things that can make water slides ***dangerous/fun*** for families to use.

6 To do Ahmed's job you need to ***build things yourself./know how other people build things***.

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3 **Write** Look at the jobs in the box. Which job do you think is the most interesting? Why?

Home work

science teacher	car mechanic	police officer	marine biologist
vet	water slide tester		

A science teacher's job is very interesting because they can teach learners about biology, chemistry, physics and ...

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Lesson 2 I'd like to be a ...

Lesson 2

Home work

1 **Word study** See how quickly you can make six compound nouns out of the words in the word cloud.



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2 Use of English Choose the correct preposition. Then complete these sentences to make them true for you.

1 At school, I'm very keen **of/on** _____

2 I am fascinated **by/in** _____

3 At school, our class works hard **at/in** _____

4 My family is interested **on/in** _____

5 Our class is crazy **on/about** _____

6 I'm quite good **at/of** _____

7 To be a good teacher, I think you need to be good **with/on** _____

1 on;

2 by;

3 at;

4 in;

5 about;

6 at;

7 with

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Lesson 3

Lesson 3 Television jobs

1 Vocabulary Complete the sentences with the correct adjective.

confident	calm	boring	friendly	interested

1 To do my job, you need to be *interested* in people and their lives.

2 You need to be confident because the camera is on you all the time.

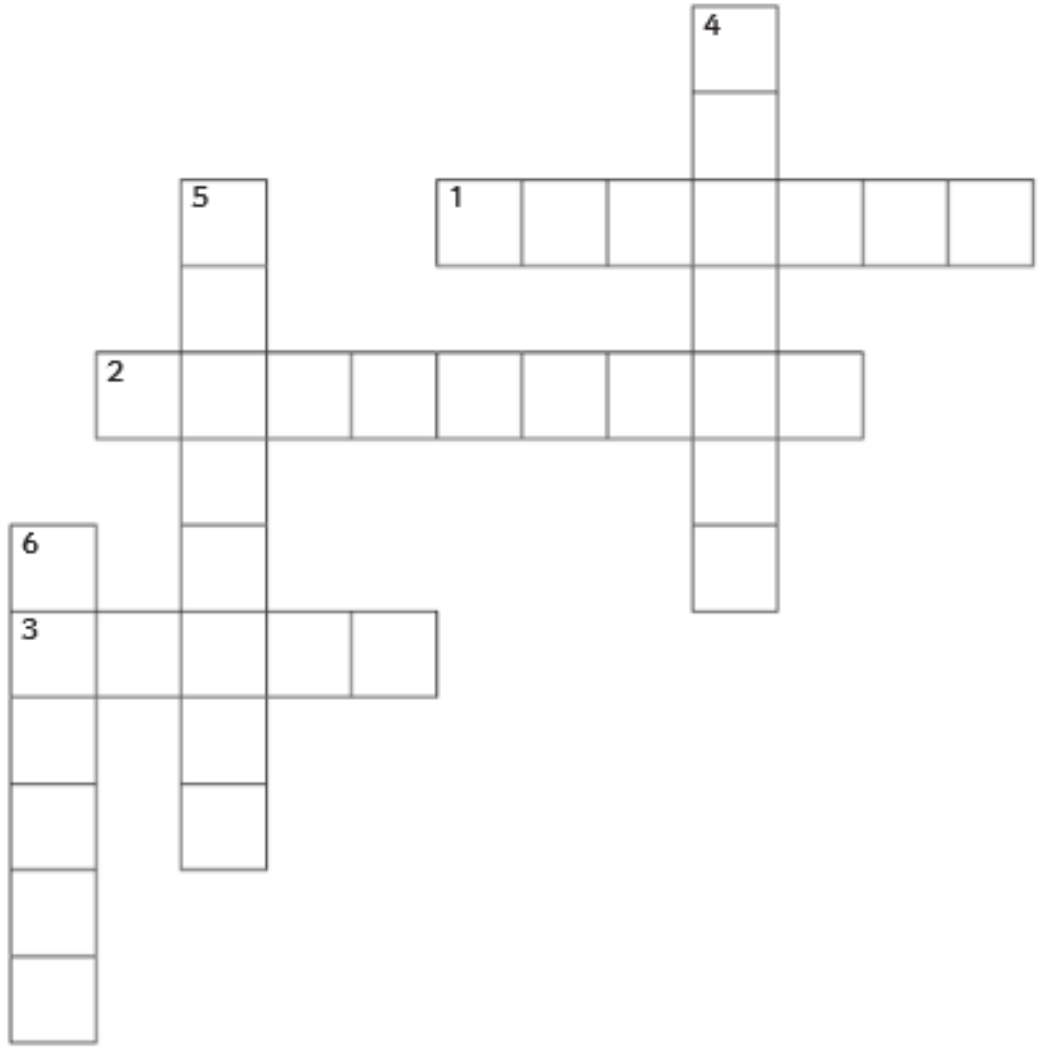
3 If you find it easy to talk to new people, and you smile a lot, people will think you are friendly.

4 It's important to be calm when you work with children, so that they can relax and feel comfortable with you.

5 Every day is different and never boring when you are a TV presenter!

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2 Vocabulary Do the crossword.



Across

1 A weather presenter tells us how hot it is going to be the next day.

2 A presenter introduces a TV programme and usually looks at the camera when talking.

3 An actor is a man who acts in a television programme.

Down

4 An actress is a woman who acts in a television programme.

5 The director tells the actors and actresses what to do.

6 The camera operator holds the camera.

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Lesson 4

Lesson 4 Jobs and personal qualities

Home work

1 **Talk** Look at the jobs a–d below and choose two that interest you. What other jobs can you think of? Tell your partner what qualities you need to do the jobs.

To be a doctor, I think you need to be good at science and know a lot about ...

a florist



b actor



c doctor



d architect



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Home work

2 **Write** Choose a job that you know. Make notes about the answers to these questions.

What's your job?

What do you do in your job?

Why do you like it?

What qualities do you need to do your job?

3 **Talk** Role-play: interview your partner.



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Lesson 5

Lesson 5 Designing a uniform

Home work

1 **Talk** Which parts of Luca's design do you like? Which parts would you change? Why?

2 **Present a design**

1 Think of the kind of work uniforms that are worn in your country. Which ones would you like to change?

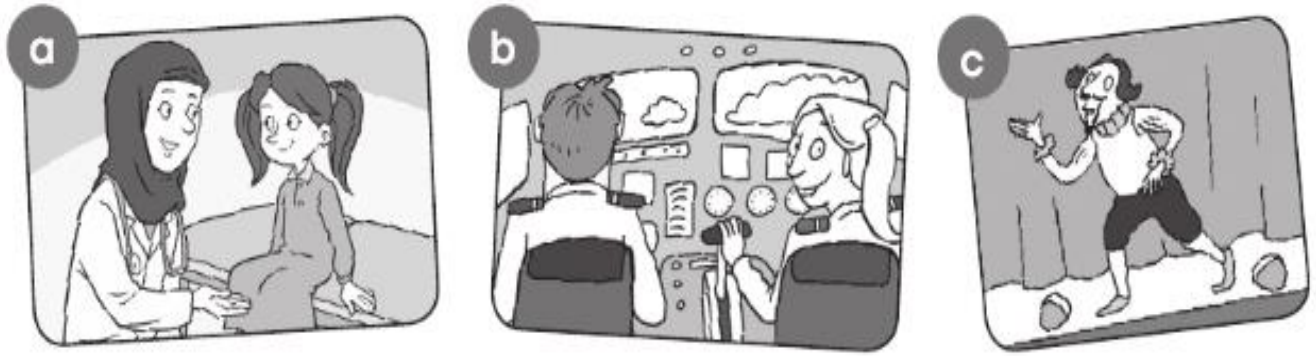
2 Draw a picture of your idea and label the different features.

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Lesson 6

Lesson 7 Looking for a job (1)

1 **Read** the first lines of the job advertisements. Match with a picture.



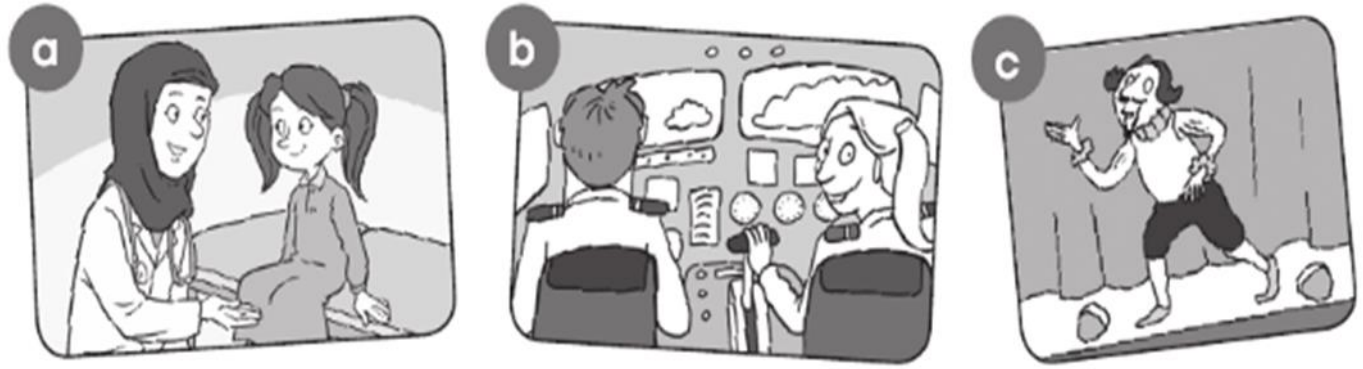
1 We are looking for an actor for a new play. _____

2 We are looking for a doctor to join our children's health team. _____

3 We are looking for a pilot to fly a huge jet plane. _____

1 c; 2 a; 3 b

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2b; 3b; 4a; 5c; 6a

2 Read Match the lines from the job advertisements with the jobs in Activity 1.

1 Must be able to make people laugh a lot. ___c___

2 Must be calm if there is a problem on the plane. _____

3 Must know how all the controls in the plane work. _____

4 Must be able to work at night if a child is very sick. _____

5 Must be confident speaking in front of lots of people. _____

6 Must be friendly, and good with children. _____

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Lesson 7

1 Use of English Read the *Use of English* box. Complete the sentences with the correct form of the verbs in the box.

not watch	~~study~~	send
speak	not sit	read

Use of English

Present continuous

We use the present continuous to describe continuous actions happening now.

We **are looking** for space travellers.

I'm **learning** English.

1 Right now my sister *is studying* for exams.

2 I am sending you this email now – look out for it in your inbox.

3 My sister is reading a really good book at the moment – she never puts it down!

4 We are not sitting in the garden at the moment, it's too cold.

5 What language are you speaking?

6 I'm not watching TV all evening – I'm going upstairs to read a book.

2 **Use of English** Use the present continuous to write sentences.

1 A school project you're working on at the moment.

2 What's happening in the place you are in right now.

3 A free-time activity you're doing at the moment.



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Lesson 8

Lesson 9 *You can be anything* (1)

1 **Read** the poem in the Learner's Book again. Does the poem say this? Put a tick (✓) or a cross (✗).

1 There are lots of different types of jobs that you could do. ✓

2 When things are difficult, you should stop trying. X

3 You should choose a job that will make you happy. ✓

4 Someone else will decide the job you do in the future. X

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3 Word study Suffixes

Add **ist**, **er** or **or** to the words for jobs. Then circle the jobs that appear in the poem.

1 scient___

2 flor___

3 marine biolog___

4 teach___

5 police offic___

6 build___

7 fire fight___

8 direct___

9 act___

10 doct___



1, 2, 3: ist

4, 5, 6, 7: er

8, 9, 10: or

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Lesson 9

Lesson 10 *You can be anything (2)*

1 Use of English Complete the sentences with *could* or *couldn't* and a verb from the box.

travel	learn	~~work~~	help	be	watch

1 If you learn another language, you *could work* in another country.

2 In a few years' time, she _____ to drive.

3 What do you want to do now? We _____ TV or play a game.

4 If I was a police officer, I _____ people.

5 If you're good at science, you _____ a doctor.

6 He _____ on his own – he's too young.

could learn

could watch

could help

could be

couldn't travel

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Home work

2 Use of English Complete the sentences to make them true for you.

1 If I work hard, I _____

_____.

2 When I grow up, I _____

_____.

3 If my family moved house, we _____

_____

4 If I finish my homework early, I _____.

_____

5 This weekend, my friends and I _____

_____



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Lesson 10

Lesson 11 Never give up, reach for the sky

1 Read Look at Ali's notes about something he wants to achieve.

1 What do you think it is?

- Practise every day - half an hour after school + Saturday mornings
- Tell Dad and Ahmed so they can help me
- Go to Al Ain match on 28th Aug/watch strikers
- Put name down for trials for under-12s for new school team

Trials: 10th and 11th Sept

2 What actions is Ali going to take to achieve his goal?

1 Ali wants to be a striker in the school football team.
2 Ali is going to:
practise every day, half an hour after school and Saturday mornings (he says when he is going to practice and for how long)
let people close to him know what he wants to achieve so that they are better able to help him
watch a football match on a specified date with the particular aim of watching how the strikers play (to pick up tips)
put his name down for the trials for the new school team
attend the trials on the 10th and 11th September.

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Unit 8

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Lesson 1

Lesson 1 Different ways to communicate



1 Vocabulary Underline the verb/noun phrases from Learner's Book Activity 3 and tick the sentences that are true for you.

1 In our class, we have to raise our hands if we want to ask or answer a question.

2 My mum always writes notes to remind herself to do things.

3 Last year, I wrote a blog every day when I went on a school trip for a week.

4 I like sending texts to keep in touch with my friends, but sometimes it's quicker to have a chat.

5 I'm not very good at replying to emails. I forget to check my mail all the time.

2 writes notes
3 wrote a blog
4 sending texts
5 replying to emails

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Home work

2 **Write** How do you like to communicate? Write five sentences using the verb/noun phrases in Activity 1.

Last term, I wrote a blog about ...

I don't like ... I prefer ...

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Lesson 2

Home work

Lesson 2 Gestures

1 **Read** What gestures do people use in your country? Circle the answer that is true for you.

1. When we greet a friend, we usually ...
   a **bow** b **smile and say hello** c **shake hands**
2. We often greet people we don't know well with ...
   a **a bow** b **a handshake** c **a wave**
3. When we agree with someone, we ...
   a **shake our head** b **wave our hand** c **nod our head**
4. When we don't agree with someone, we ...
   a **shake our head** b **nod our head** c **stay quiet**
5. When we say goodbye to someone, we ...
   a **wave our hand** b **nod our head** c **smile and say good-bye**
6. In our country, making eye contact is ...
   a **OK** b **rude** c **both – it depends on the situation**

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Home work

2 **Talk** Choose one of the gestures. Draw a picture of yourself using the gesture. Then tell your partner about the picture.



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Home work

Lesson 3

Lesson 3 What are you saying?

1 **Read** the text about gestures in Jordan. Which gestures are the same in your country? Put a tick (✓). Which are different? Put a cross (✗).

- In many parts of the world people nod their heads to say 'yes', but not in Jordon. Jordanian people move their heads forward and close their eyes to say 'yes'.
- To communicate 'no', Jordanian people raise their eyebrows and move their head back.
- When they don't understand, they shake their heads from side to side.
- If you put your right hand over your heart, this means 'Thank you very much'.
- You should never point your finger at someone though. This is very rude.
- Also, don't show the soles of your feet. This is also very rude.

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Home work

2 **Write** a short paragraph about gestures in your country.

In my country …



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Lesson 4

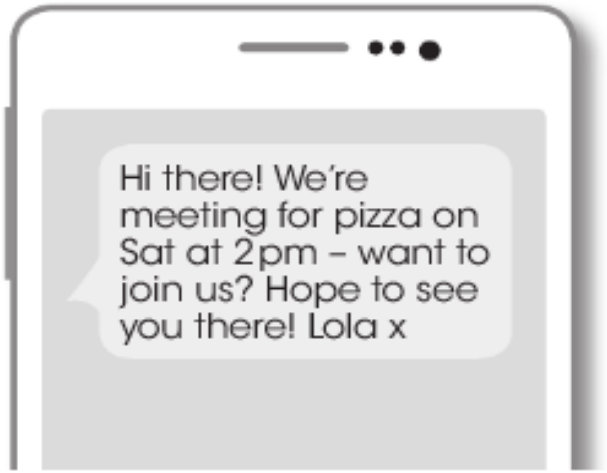
Home work

Lesson 4 Good or bad news?

1 Read Look at messages below. What kind of message is each one?

an email [2] a note [4] a text message [1] shopping list [3]

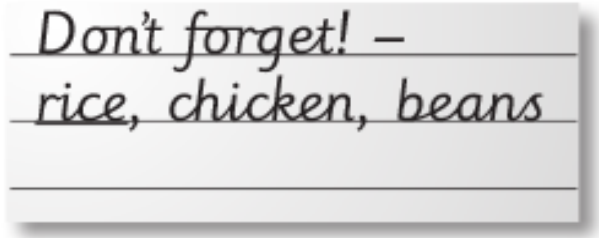
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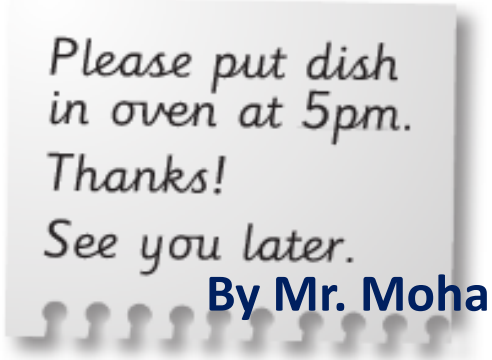
2



3



4



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2 **Read** the messages again and match them with a-d below.

a an invitation — 1

b helping someone to remember something — 3

c giving information — 2

d asking someone to do something for you — 4

1

Hi there! We're meeting for pizza on Sat at 2pm – want to join us? Hope to see you there! Lola x

2

Subject: Re: Lunch on Saturday

Dear Marzouq

Thanks for the invitation, but I'm sorry I won't be able to come to lunch on Saturday. My cousins are visiting from Dubai, and we're having a big family get-together on Saturday.

Hope to see you soon.

Best wishes

Ghaith

3

Don't forget! – rice, chicken, beans

4

Please put dish in oven at 5pm. Thanks! See you later.

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Lesson 5

Lesson 5 What are you doing tomorrow?

It's an email.
They're visiting the zoo.

1 **Read** What type of message is it? Where are Amir and Bilal going next Friday?

Subject:

Hi Amir

Here are the arrangements for next Friday's visit to the zoo. We *'re meeting* (1) at the entrance at 10am. At 10.30am, we **'re going** (2) on a tour of the Reptile House and at 12pm we **'re having** (3) lunch at the café. **Are** you **bringing** (4) your brother? My cousin **isn't coming** (5) anymore, so there's space for one more.

See you there!

Bilal

Use of English

Present continuous for future arrangements

We use the present continuous to talk about fixed arrangements in the near future.

I'm playing football after school tomorrow.
Dr Jones **isn't seeing** you on Friday ...
What **are** you **doing** on Friday?

2 **Use of English** Complete the message in Activity 1 with the correct form of the verbs in the box. Use present continuous.

bring | not come | go | ~~meet~~ | have

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Home work

3 **Write** Use the present continuous to write sentences about your future arrangements.

1 Two arrangements that you have for next week.

2 Two events that are happening at your school in the next few weeks.

3 Two arrangements that your family has in the next two weeks.

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Lesson 6

Home work

Lesson 7 I'm going to Dubai

1 **Talk and write** Ask your partner about his/her future arrangements. Write notes in your notebook.



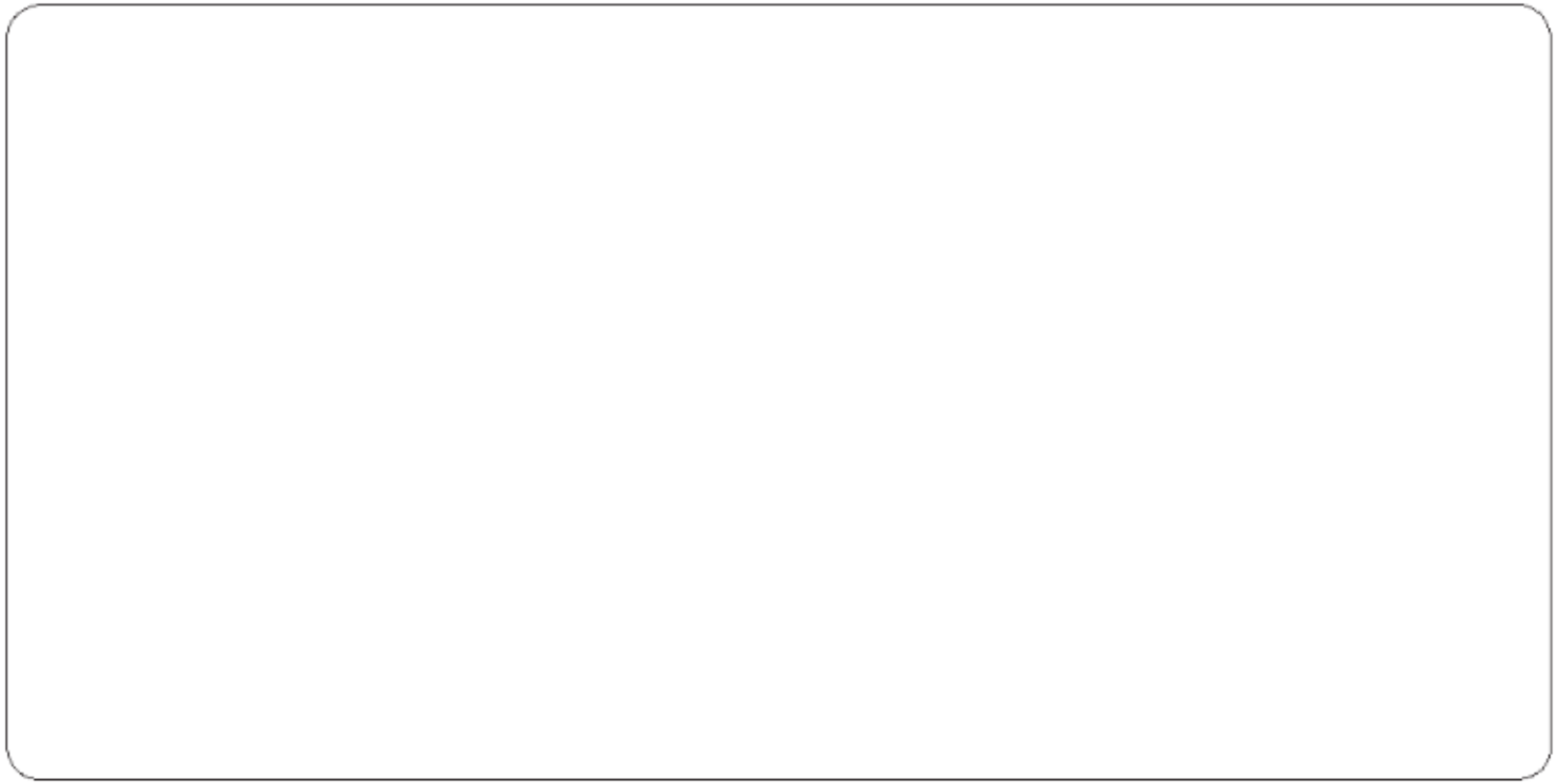
Now write about your partner's arrangements.

Ali is visiting his cousins on Friday.

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Home work

2 **Write and talk** Imagine you are a famous person. What are you doing tomorrow? Make notes about your arrangements and draw a picture.



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Lesson 7

Lesson 8 It's difficult to say!

1 **Talk about it** Do you think that Nabeel did the right thing in the situation? What would you do in this situation?

Nabeel could have apologised for handing in the homework late.

He could have told the teacher about the problem before the teacher had to call him back (instead he tried to leave the classroom without saying anything).

Speaking tip

If you have something difficult to explain, write down what you want to say first, so you can explain clearly.



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Home work

2 **Read and talk** Hamden had the same problem as Nabeel, but he decided to speak to his teacher about it. Read his notes.

1 What do you think he will say to the teacher?

2 What do you think the teacher will say?

Internet down - Saturday

Science project not finished - late - more time? Thursday?

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Home work

3 **Write** what you think Hamdan said to his teacher.

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Lesson 8

Lesson 9 Could I talk to you about something?

1 **Use of English** Read the *Use of English* box. Choose the correct word.

1 Can I **borrow/borrowed** your pen, please?

2 Could my friend **play/played** football with us?

3 Please can my sister **borrow/borrows** your phone?

Use of English

Polite requests

Could I talk to you about something?
Can I give it to you on Wednesday, **please?**
Please could you help me?

1 borrow; 2 play; 3 borrow

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2 Use of English Work with your partner and make the requests more polite.

1 Give me a pencil. (to a friend)

1 Could/Can I have a pencil, please?/Please can I have a pencil?

2 I want to play football at my friend's house. (to your mother)

2 Could/Can I go to my friend's house to play football, please?

3 I want two more days to finish my homework. (to a teacher)

3 Could/Can I have two more days to finish my homework, please?

4 Give me the laptop to do my homework. (to your father)

4 Could/Can I use the laptop to do my homework, please?



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Lesson 9

2 **Write** You are going to make a poster about **dos** and **don'ts** when writing on an online forum. First, write some ideas on the diagrams below.



Writing tips

Being polite

Remember, you must be polite when you write online. Other people will read what you write.

Colons

Use a colon to introduce a list.

Do:

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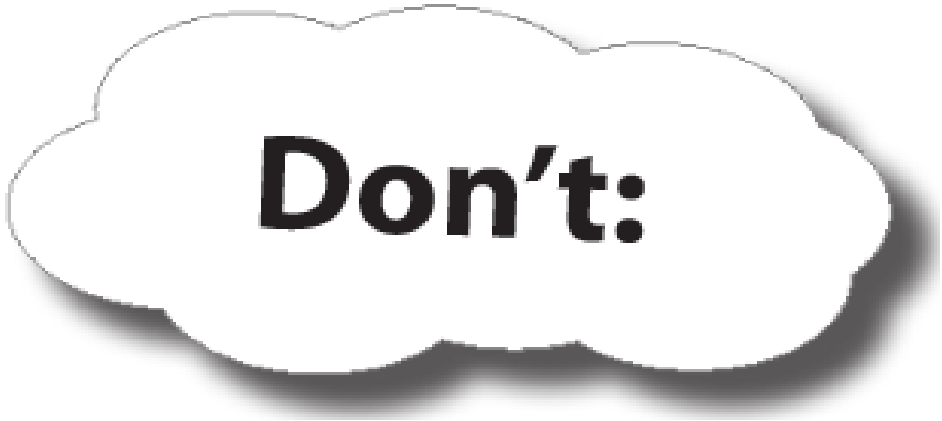




Be polite, friendly and informal
use people's names
think carefully about what you write
keep your message short and to the point
acknowledge other points of view
invite others to respond and share discussion.

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Be impolite/rude or unfriendly,
disagree with everyone
call people names, use bad language
use all capital letters (this is the same as shouting)
Try not to write anything that is not relevant to the topic.
Don't dominate the discussion

Lesson 11 Saying thanks

1 **Read** Use the words in the box to complete the thank you letter.

love	cry	play	night	face	funny



Dear baby brother,
Just a line to say,
Thanks for your big smile
And funny face.
You play all day.
And cry at night.
I can't sleep,
But I love you anyway,
My baby brother.

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Home work

2 **Write** your own short poem about one of the topics below, or choose your own.

- A person
- A place
- An animal
- A thing

It doesn't have to rhyme.

Dear ...
Just a line to say,
Thanks for (adjective/noun),
And (adjective/noun).
You (verb) ...
And (verb) ...
My (adjective/adjective/noun)

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